Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT: CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY

RECOMMENDED COURSE IDENTIFICATION:
PREFIX  EEC  COURSE NUMBER  6760  LAB CODE (L or C)  
(TO OBTAIN A COURSE NUMBER, CONTACT IMALDONADO@FAU.EDU)
COMPLETE COURSE TITLE: Foundations of Early Childhood Environmental Education

CREDITS: 3

TEXTBOOK INFORMATION:

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY

COURSE DESCRIPTION, NO MORE THAN THREE LINES: Focus on issues as well as trends affecting children’s development, health, and learning from environmental education and sustainability perspectives. Study of recommended practices as well as programmatic and system requirements in enhancing access to nature, environmental literacy, and healthy development of children. Field experience required.

PREREQUISITES *: N/A
COREQUISITES*: N/A
REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: N/A
* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORAL DEGREE
MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD): EARLY CHILDHOOD EDUCATION, ENVIRONMENTAL EDUCATION, SCIENCE EDUCATION

Faculty contact, email and complete phone number: Yash Bhagwanji, ybhagwan@fau.edu, 7-3579
Please consult and list departments that might be affected by the new course and attach comments.
Please see attached documents.

Approved by:
Department Chair:
College Curriculum Chair:
College Dean:
UGPC Chair:
Graduate College Dean:
UFS President:
Provost:

Date:
01-05-15 2/10/15 2/12/15 2/14/15 2/16/15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus_2011.pdf
3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAUnewcourseGrad—Revised November 2014
Semester and Year
Department of Curriculum, Culture, and Educational Inquiry (CCEI)

Instructor: 
Office Hours: 
Office: 
Class Day/Time: 
Phone: 
Class Location: 
E-mail: 

COURSE NUMBER: EEC 6760

COURSE TITLE: Foundations of Early Childhood Environmental Education

CATALOG DESCRIPTION:
Focus on issues as well as trends affecting children’s development, health, and learning from environmental education and sustainability perspectives. Study of recommended practices as well as programmatic and system requirements in enhancing access to nature, environmental literacy, and healthy development of children. Field experience required. 3 credit hours.

REQUIRED READINGS:
Other readings, as assigned.

SUGGESTED READINGS:

**AUDIO/VISUAL TECHNOLOGY:**
Computer: Blackboard
Computer: APA Style web sites:
http://www.english.uiuc.edu/cws/wwwworkshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html
Computer: E-mail
Computer: Power Point Presentations
Computer: Word processing
Overhead projector, Computer Projector, VCR
CD-ROM’s, DVD, Laser Disks

**ELECTRONIC DEVICES:**
Use of any electronic devices in the classroom should be limited to the instructional content and activities. Inappropriate use of such devices may result in the student’s removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**
Common Core State Standards (CCSSO)
Early Childhood Environmental Education Programs: Guidelines for Excellence (NAAEE)
Educator Accomplished Practices for FAU (EAP-FAU)
Excellence in Environmental Education: Guidelines for Learning (NAAEE)
Florida Early Learning and Developmental Standards: Birth to Four Years (FL ELDS/B-4)
Florida Early Learning and Developmental Standards for Four-Year-Olds (FL ELDS/4)
Florida Educator Accomplished Practices (FL EAP)
Florida Prekindergarten/Primary Education Specialization Competencies (FL PK/P)
Guidelines for the Preparation and Professional Development of Environmental Educators (NAAEE)
Personnel Standards for Early Intervention and Early Childhood Special Education (CEC/DEC)
Recommendations for Technology in Teacher Education (NCATE)
Standards for Early Childhood Professional Preparation Programs (NAEYC)
The Head Start Child Development and Early Learning Framework (HS CD/ELF)

**COURSE OBJECTIVES:**

Students will:

1. Identify and describe developmental theories pertinent to children’s growth, development, health, and learning

2. Identify environmental issues affecting children’s development, health, and learning
3. Identify goals of environmental education/literacy and education for sustainability during the early childhood years

4. Utilize professional recommendations for the design of environmental learning settings and educational opportunities

5. Utilize appropriate program evaluation options in early childhood environmental education

**CONTENT OUTLINE:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings, Assignments, and Due Dates</th>
</tr>
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</table>
| 1    | Introductions  
Syllabus review  
Children’s development, health, and learning conditions – trends, challenges, and needs | Louv (2008): Part I: The new relationship between children and nature; Part II: Why the young (and the rest of us) need nature; Part III: The best of intentions: Why Johnnie and Jeannie don’t play outside anymore |
| 2    | What is environmental education? environmental literacy? education for sustainability?  
Historical perspective  
The importance of ECEE and how it differs from EE with older children and adults  
Call for action | NAAEE: http://www.naaee.net/what-is-ee  
NAAEE (2010c) – Theme Two: Foundations of Environmental Education  
Monroe & Krasny: Chapter 1 – Foundations of environmental education; Chapter 3 – Current trends in environmental education  
| 3    | Societal issues related to environmental education and sustainability – local, regional, international  
| 4    | Recommendations for design professionals | Louv (2011): Part Four: Creating everyday eden: High-Tech/High-nature where we live, work, and play; Part Five: The high-performance human: Making a living, a life, and a future  
Natural Learning Initiative: http://www.naturalearning.org/  
| 5    | Recommendations for educators -  
Developmentally appropriate practices | NAEYC: http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf  
NAAEE (2010a) - Guidelines for Excellence: Early Childhood Environmental Education |
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| 6    | Guidelines for excellence in early childhood environmental education     | NAAEE (2010c) – Theme Three: Professional Responsibilities of the Environmental Educator  
NAAEE (2010c) – Theme Six: Assessment and evaluation  
NAAEE (2010b) - Guidelines for learning  
NAAEE (2010c) – Theme Five: Fostering learning  
UNESCO’s Education for All Goals:  
| 7    | Recommendations for educators – Education for all Early childhood inclusion | Bhagwanji: ECEE Rating Scale  
Monroe & Krasny: Chapter 4 – Promoting excellence in environmental education  
| 8    | Evaluating programs for needed change Director's role                   | Louv (2008): Part V: The jungle blackboard; Part VI: Wonder land: Opening the fourth frontier  
Schlitz Audubon Nature Preschool:  
http://www.sanc.org/education/nature-preschool  
Earthroots Forest Kindergarten: http://earthrootsfieldschool.org/classes/forest-kindergarten/  
Brookfield Zoo’s Nature Play Program:  
| 9    | Program designs – Developing new program models                         | NAAEE (2010c) – Theme Four: Planning and Implementing Environmental Education  
Monroe & Krasny: Chapter 2 – A variety of strategies characterize environmental education; Chapter 5 – Environmental action and positive youth development  
Child Development Center: Project Approach (field trip)                                                                                                                               |
| 10   | Curriculum designs - Integrating ECEE in existing curriculum            | Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill:  
http://gonapsacc.org/resources/nap-sacc-materials/Go_NAP_SACC_Infant_and_Child_Physical_Activity_SelfAssessment.pdf;  
<p>| 11   | Best practices in child nutrition, child physical activity, outdoor play and learning, and limiting screen time | NAAEE: EETAP Resource Library Info-Sheets (<a href="http://www.naee.net/publications/library">http://www.naee.net/publications/library</a>); EE TOOLBOX (<a href="http://www.naee.net/sites/default/files/publications/e">http://www.naee.net/sites/default/files/publications/e</a> |</p>
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| 12   | The child’s spirit in nature  
Sense of empathy and caring  
Integrating nature education and peace education | Carson (1998)  
Louv (2008): Part VII: To be amazed  
Louv (2011): Part One: Nature neurons: Intelligence, Creativity, and the hybrid mind; Part Two: Vitamin N: Tapping the power of the natural world for our physical, emotional, and family fitness; Part Three: Near is the new far: Knowing who you are by knowing where you are |
| 13   | Presentation of action plans                                             | EE Community: http://eelinked.naeee.net/networks/network_index.aspx                                 |
| 14   | Presentation of model programs                                           | Peer and instructor feedback                                                                      |
| 15   | Presentation of model programs                                           | Peer and instructor feedback  
(Handbook for program model is due one week from last day of class)                               |
|      | Course evaluation                                                       | Final exam                                                                                         |

**COURSE REQUIREMENTS:**

1. **Model Program Design (65%)**  
   Design an ideal center-based program serving children of ages 3-5 years. Create a handbook describing the following components:  
   a) Program philosophy, purpose, and development  
   b) Developmentally appropriate practices  
   c) Play and exploration  
   d) Curriculum framework for environmental learning  
   e) Places and spaces (illustrations for outdoor setting must be provided)  
   f) Educator preparation

2. **Action Plans (15%)**  
   Write three action plans addressing at least two of the following:  
   a) Plan for changing your own home culture or practices  
   b) Plan for changing school culture or practices  
   c) Plan for professional development on a specific issue

3. **Final Exam (20%)**  
   The final exam will consists of 25 multiple choice and five short essay questions.

**ASSESSMENT PROCEDURES:**

**GRADING SCALE:**  
Scores for each assignment are cumulative and the grade scale represents percentage of total points earned. If you do not complete all assignments, you will not be able to earn an “A” in this course.  
A = 93-100  
A- = 90-92  
B+ = 87-89  
B = 83-86  
B- = 80-82  
C+ = 77-79  
C = 73-76  
C- = 70-72  
D+ = 67-69  
D = 63-66  
D- = 60-62
EXPECTATIONS:

Attendance and Participation
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student’s responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Religious Accommodation
Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy appear on the FAU online University Catalog under Academic Policies and Regulations:
http://www.fau.edu/academic/registrar/catalog/

Punctuality
Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

STUDENTS WITH DISABILITIES:
In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - 954-236-1222, or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

PLAGIARISM AND CHEATING: ACADEMIC HONESTY
Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal
integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. The regulation states:

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:
   (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
   (b) The presentation of words or ideas from any other source as one’s own — an act defined as plagiarism.
   (c) Other activities which interfere with the educational mission within the classroom.

(see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

   Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

BIBLIOGRAPHY:


RE: New course consultation
Michael Brady
Sent: Monday, November 24, 2014 1:27 PM
To: Emery Hyslop-Margison
Cc: Yashwant Bhagwanji

I have reviewed the syllabi for EEC 6327 and EEC 6760, the environmental ed courses in ECE. The courses do not overlap or conflict with the courses or programs in the ESE Department. I anticipate that there could be interest from our students in these courses. Good luck with them!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Emery Hyslop-Margison
Sent: Monday, November 24, 2014 12:55 PM
To: Robert Shockey; Barbara Ridener; Michael Brady; Paul Peluso; Michael Whitehurst; Deena Wener
Cc: Yashwant Bhagwanji
Subject: FW: New course consultation

Dear Colleagues,

The attached courses proposed by Dr. Yash Bhagwanji were approved by our department at a November 19th department meeting. Please confirm there is no conflict with offerings in your respective departments.

Thanks and best wishes,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehyslop@fau.edu
Phone: 561-297-3965
Fax: 561-297-2925

From: Yashwant Bhagwanji
Sent: Monday, November 24, 2014 12:18 PM
To: Emery Hyslop-Margison
Subject: New course consultation

Hi Emery,

I would appreciate your assistance in forwarding the attached documents to department chairs for their "no conflict" statements. The courses have been approved by our department and reflects the revisions that were suggested.

https://exchange.fau.edu/owa/?ae=Item&t=IPM.Note&id=RgAAAABncNxQ1j6HR6z4Joxk... 1/5/2015
RE: New course consultation

The courses, made possible through an external grant, can serve as electives in multiple programs, including early childhood education, environmental education, environmental science, and many other programs across the university. The courses will be cross-listed with the undergraduate courses with the same titles. The track record for enrollment in the early childhood environmental education courses is as follows:

Summer 2013 - 11 undergraduate students, 5 graduate students (total of 16);
Summer 2014 - 9 undergraduate students, 7 graduate students (total of 16); and
Spring 2015 - 14 undergraduate students, 6 graduate students (total of 20 and counting).

It is anticipated that tuition support from a grant will support greater enrollment in the courses in 2015.

Thank you,
Yash

Yash Bhagwanji, Ph.D.
Associate Professor
Department of Curriculum, Culture, and Educational Inquiry (CCEI)
330 College of Education, Florida Atlantic University
777 Glades Road, Boca Raton, Florida 33431
561-297-3579 (office)
561-297-6594 (CCEI)
561-297-2925 (fax)
http://www.coe.fau.edu/faculty/Bhagwanji/
http://www.coe.fau.edu/academicdepartments/ccei/
https://www.facebook.com/fauCCEI

And this our life exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones and good in everything.
- W. Shakespeare

Executive Editor, International Journal of Early Childhood Environmental Education (IECCEE)
http://naaee.net/publications/IECCEE

https://exchange.fau.edu/owa/?ae=Item&t=IPM.Note&id=RgAAAABncNxQ1j6HR6z4Jo... 1/5/2015
RE: New course consultation

Michael Whitehurst

Sent: Monday, November 24, 2014 1:45 PM
To: Emery Hyslop-Margison

Emery,
No conflicts here.
Mike

From: Emery Hyslop-Margison
Sent: Monday, November 24, 2014 12:55 PM
To: Robert Shockley; Barbara Ridener; Michael Brady; Paul Peluso; Michael Whitehurst; Deena Wener
Cc: Yashwant Bhagwanji
Subject: FW: New course consultation

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Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehysslpmargison@fau.edu
Phone: 561-297-3965
Fax: 561-297-2925

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http://www.coe.fau.edu/faculty/Bhagwanji/  
http://www.coe.fau.edu/academicdepartments/ccei/  
https://www.facebook.com/fauCCEI

And this our life exempt from public haunt,  
Finds tongues in trees, books in the running brooks,  
Sermons in stones and good in everything.  
- W. Shakespeare

Executive Editor, *International Journal of Early Childhood Environmental Education (IJECEE)*  
http://naaee.net/publications/IJECEE
Re: New course consultation

Paul Peluso
Sent: Monday, November 24, 2014 4:54 PM
To: Emery Hyslop-Margison

No conflicts with Counselor Education.

Sent from my iPhone

On Nov 24, 2014, at 12:55 PM, Emery Hyslop-Margison <ehyslopemargison@fau.edu> wrote:

Dear Colleagues,

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Thanks and best wishes,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
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<New Course EEC 6327 Effective Practices ECEE.doc>

<New Course EEC 6760 Foundations of ECEE.doc>

<EEC 6760 FINAL Foundations of ECEE.docx>

<EEC 6327 FINAL Effective Practices in ECEE.docx>